

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 09/10/2019 02:51 PM

Technical Review Coversheet

Applicant: Quant Academy (S282B190012)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	15
Quality of Project Design		
1. Project Design	30	26
Quality of Project Personnel		
1. Project Personnel	20	19
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Continuation Plan		
1. Continuation Plan	15	10
Sub Total	100	83
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	83

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #3: *****

Applicant: Quant Academy (S282B190012)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant shared that the community to be served has a 12.3% rate for graduates of a BA or higher. (Abstract) This results in higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership than the State as a whole (e22).

Applicant will specifically target minority, low-income, and Native Hawaiian and Native American Pacific Islander. This community scores significantly lower on standardized test. e18

Applicant provides poverty and educational statistically evidence to support need in the community. e23

Weaknesses:

No weakness noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 26

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Sub

Strengths:

The applicant committed to scheduling parent conferences early for timely interventions. e36

The applicant will request records from the child's previous school. This will ensure they can create an appropriate learning plan. e39

The applicant school goals include college readiness, productive "Global citizenship that prepares all students to be lifetime contributors in school, local, national and global communities. -Abstract

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

The applicant did not indicate how they would check eligibility for academic courses offered to students. The applicant also did not include research-based curriculum. e19-21

The applicant did not clearly address how students will be supported with a rigorous workload.

The applicant did not discuss how students would be transported to school or college campus. It is not clear if the applicant will cover the transportation cost. e32

Reader's Score: 13

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

The applicant plans to academically focus on math, science, technology, AP courses and early-college models. They also plan to engage female students to pursue STEM education fields. eE20

The applicant offers an after school program and early school drop off to help accommodate working parents.

Weaknesses:

The applicant did not detail a professional development schedule or topics for teaching staff. e30-32

The applicant did not discuss a recruitment plan or lottery for new and waitlisted students.

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

The extent to which --

Reader's Score: 19

Sub

- 1. i. The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

The applicant outlined an extensive recruitment plan for teachers including help from board members to reach out to their communities, and advertisement in local native languages.

The applicant noted that once they have students in high school, they will encourage them to apply to teaching majors and come back and teach at their Alma Mater. e53

Weaknesses:

The applicant notes they will start screening for diverse teachers in January 2021. However, by then students will already be enrolled and parents will already be orientated, resulting in a concern that students and parents will not see representation of their community in this school. e52

The applicant did not provide qualifications for teachers listed in this project.

Reader's Score: 1

- 2. ii. The qualifications, including relevant training and experience, of key project personnel**

Strengths:

The key staff outlined in the application bring diverse educational background and work experience relevant to the community they will serve. Key staff include a former school Chancellor to University of Hawaii and Chair of the Department of Second Language Studies, as well as Director of the Second Language Teaching and Curriculum Center. The applicant also has board members with backgrounds in real estate, business, teaching, and a former Hawaii legislator. The applicant's capacity with this team will be able to reach a diverse community and serve the academic needs of students. The applicant made clear that staff will collaborate with organizations in the community. e58, 59

Weaknesses:

no weakness noted in this section

Reader's Score: 18

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:**

Reader's Score: 13

Sub

1. i. **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Strengths:

The applicant board will receive monthly training and plan retreats to gain appropriate knowledge for the advancement of the school. e63

Weaknesses:

The Application lacked details on board selection and requirements. The Board appears to play a significant role in managing the school which is a concern. e63

The applicant did not provide detail about student activities or the curriculums that would be used.

Reader's Score: 10

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The applicant provided a timeline which includes estimated dates of completion. e65-66

Weaknesses:

The applicant listed that the dean of students will not be hired until June 2021; almost a full year after student will be enrolled. This may interrupt the school culture goals they plan to achieve. e63

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

The applicant lists Ms. Karen Leinani Awana, a board member at Kulia Academy and a former Hawaii legislator and a well- respected member of the Native Hawaiian community. This position will be a good resource to advise on best approaches in engaging the community. e18,64

The applicant's priority is to hire a school dean of culture from the community. e64

Sub

Weaknesses:

The applicant did not address how they intend to engage parents.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

Strengths:

The applicant considers private funds and help from the Department of Education to offset some expenses as they start up.

Weaknesses:

The applicant did not detail how they will achieve a secured plan. It is unclear if the applicant will be interested or eligible for contract renewal with the authorizer. The applicant notes they will start to receive a portion of their first school year funds starting on July 20, 2021 and will continue for as long as they maintain a public charter school contract with their authorizer. (e66-67)

The applicant relies heavily on the per pupil allocation funded by the Department of Education. They note that if they do not make the enrollment expectations they will not be able to run at full capacity. The applicant plans a gradual increase in enrollment and projects that by year four of operations the school will be fully enrolled and can be sustained on public funds and the donations that the school receives. Kulia Academy will receive general pre-pupil funding from the Board of Education in accordance with state laws and regulations and as covered within the Hawaii State Statute 302D-28. E66-67

The applicant did not detail a plan of fundraising as another financial plan but rather relies on their student numbers as their main funding mechanism. E66-67

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

a. **Propose to open a new charter school, or replicate or expand a high-quality charter school, that—**

1. **Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;**
2. **Has a mission and focus that will address the unique educational needs of Native American**

- students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted.

Weaknesses:

Applicant did not address priority.

Reader's Score: **0**

Status: Submitted
Last Updated: 09/10/2019 02:51 PM

Status: Submitted

Last Updated: 09/03/2019 01:51 PM

Technical Review Coversheet

Applicant: Quant Academy (S282B190012)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	14
Quality of Project Design		
1. Project Design	30	18
Quality of Project Personnel		
1. Project Personnel	20	19
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Continuation Plan		
1. Continuation Plan	15	10
Sub Total	100	74
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	74

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #1: *****

Applicant: Quant Academy (S282B190012)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant provided a vivid picture of the community demographics which clearly indicated a population of economically disadvantaged students which include students with disability and English learners(p. 4-8). Charts and descriptions clearly supported the applicant's description of the targeted area. The targeted population would include minority, low-income, Native Hawaiian, and Native American Pacific Islander. The Native Hawaiian and Native American Pacific Islander scored lower than any other subgroup on the standardized tests and the applicant stated they are a high priority.

Weaknesses:

The applicant failed to demonstrate a clear breakdown by grade of the student population for the program.

Reader's Score: 14

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 18

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Sub

Strengths:

The applicant stated there were two main goals for the proposed project: proficiency in Math, English, and Science and inspiration towards STEM Careers and College Readiness and Enrollment (p. 5). The applicant stated that comprehensive learning experience will be implemented to accomplish these goals. To ensure goals are met, there will be hands-on learning and foundation skills provided for the students weak in these areas.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

There was no indication of any objectives for the goals that the applicant stated in the abstract. While the goals were based on future years when the site would serve grades K-12 (p. e15), there were no goals and objectives for the grades to be served initially by the program.

Reader's Score: 6

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

The project would be designed with three major components which the applicant fully described (p. 10-33). Each of the components was described in depth (Academic Scholarship, Productive Global Citizenship, and Positive and Supportive School Climate). The curriculum to be implemented would align with Hawaii state standards for both K-8 and 9-12 grades. Different activities of each component were provided in the narrative for all students including students with disabilities and English learners.

Weaknesses:

A description of activities for each grade level was not provided. There was no indication of a research-based curriculum to support the activities.

Reader's Score: 12

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

The extent to which --

Reader's Score: 19

Sub

1. i. The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and

Sub

Strengths:

The applicant provided a detailed description of how jobs would be advertised on the commission's website (p.36). The organization is an Equal Opportunity Employer and would provide opportunities for all groups.

Weaknesses:

No Weaknesses noted.

Reader's Score: 2

2. ii. The qualifications, including relevant training and experience, of key project personnel

Strengths:

The education and experience for key personnel was thoroughly described (p. 38 -44). Each key position was listed with the named person's qualifications provided. Resumes were included in the appendix. The applicant also provided a description of the partners' qualifications for the proposed program. Key positions included were Project Director and Dean of Academics. The description of the ten board members included their prior experience with other charter schools.

Weaknesses:

The qualifications for the teachers for the proposed project are not indicated nor the diversity of the staff.

Reader's Score: 17

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:

Reader's Score: 13

Sub

1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

Strengths:

The timeline for the proposed project was provided in chart format (p. 49-50) with the activity, person responsible, and completion dates. The activities were mainly prior to starting the actual program. The applicant provided the role of the principal and the board in the established of the charter school (p. 44) and also the state rules and regulations for charter schools. The applicant described the makeup of the board and how often it would meet for the management of the program.

Weaknesses:

In the timeline there was no indication of the students' activities.

Sub

Reader's Score: 10

2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and

Strengths:

The roles and responsibilities for the key personnel for the management and operation of the project were described thoroughly (p. 46-49). The proposed project would have a Board of Directors that would meet monthly to ensure that the activities of the project were successful.

Weaknesses:

It was stated that the Dean of Students will not be hired until the program was in existence for almost a year which does not support the management and operation of the program and students (p.47).

Reader's Score: 2

3. iii. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Strengths:

Throughout the proposal, the applicant described teachers (logic model p. 46), community partners, and key personnel who will be providing the services and activities for the project. Several key positions mentioned are the principal (Project Director), Dean of Academics, Dean of Students, and Dean of Culture. A description was provided for their responsibilities. Board members represented the community partners offering a variety of services (p.40-44), such as providing leadership in the curriculum to be implemented (p.41), hosting open houses and meetings for the program (p.43), and assisting with enrichment activities for the minority students (p.43-44).

Weaknesses:

A statement was provided (p.21) that parents would be engaged. It would be helpful to describe how they would be engaged in the project.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:

The applicant described the funding status of charter schools in receiving revenue from state per pupil allocation for the project and federal financial support from the HI DOE public school (p. 51).

Weaknesses:

There was no indication of a sustainability plan other than relying on state and federal sources. The applicant stated other sources, such as foundations, private and public donations, and other grants and funding would be sought to sustain the program once funding ceases, but there was no indication of who would be seeking the funding.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

- 1.Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b.Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No Strength Noted.

Weaknesses:

There was no indication of serving Native American students with the project as defined by the Notice inviting Applications from the competition.

Reader's Score: 0

Status: Submitted
Last Updated: 09/03/2019 01:51 PM

Status: Submitted

Last Updated: 09/03/2019 01:54 PM

Technical Review Coversheet

Applicant: Quant Academy (S282B190012)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	15
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	20	20
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Continuation Plan		
1. Continuation Plan	15	10
Sub Total	100	83
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	83

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #2: *****

Applicant: Quant Academy (S282B190012)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant provides a thorough plan designed to support underserved K-12 students in an area referred to as the Honolulu Urban Corridor. The students targeted will include a high number of students qualified for the free and reduced lunch program, English Language Learners, and special needs students.

- A free afterschool program will be offered to further recruit socioeconomically disadvantaged students and the children of working families (pg.4).
- A board member who is a member of the Native Hawaiian community serves on the charters governing board who will specifically recruit Native Hawaiian students.
- The service area described on page 5 has the highest poverty level in the state and there are a higher percentage of English Language Learners in the census track targeted. In addition, the target area includes the second largest population of Pacific Islanders in the state.
- Documentation is provided on page 6 demonstrating the low college attendance rates of parents in the targeted area, the higher poverty rates as compared to state level data, the higher unemployment in the region, and survey data indicating that half the youth in the target region consider the area disorganized with graffiti, fighting, low family attachment, and poor parental supervision.

The applicant provides a strong plan to educate the students targeted and includes evidence of strategies differentiated to specifically address the unique academic needs of each student population on pages 7 to 10. Academic sub-group gaps are documented in the charts on page 7 further justifying the selection of the target area to be serviced and the needs of the population that will be served.

Weaknesses:

No weaknesses noted

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 25

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Strengths:

Measurements and indicators for areas that the school will address in the design of the charter are provided on page 11 indicating the general expectations for successful academic performance and operational performance.

The PBIS approach described on page 31 fosters social and emotional learning strategies that will address discipline and behavioral issues while raising academic achievement for all students. In addition, teachers will further address positive behavior through the ClassCraft program with role playing activities.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

Although the components of the school model are provided on page 10 and some measurements of areas that are addressed in the project design are provided in the chart on page 11, specific goals, objectives and outcomes of the proposed project are not clearly identified.

Reader's Score: 10

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

The applicant provides a thorough description of how the three components of the model proposed will successfully address the needs of the target population. On page 12, the applicant addresses instructional strategies that are designed to prepare students for STEM careers and higher education opportunities.

Beginning on page 13 the application provides comprehensive details on how each K-8 subject area has been designed to address the unique needs of the target population. Beginning on page 15, the applicant describes the proposed high school program with a strong focus on college readiness and advanced coursework with ample support programs including mentoring, tracking, advising, and portfolio development.

The applicant provides descriptions of the assessment systems that will be used to monitor and assess student progress to allow staff to support specific academic and behavioral interventions designed using comprehensive and individualized student data (pages 18-20).

Detailed support for instructional strategies for special needs students and ELL students demonstrates a strong focus on both identifying and addressing the individual needs of each of these populations. All staff will be trained in

Sub

addressing the needs of these populations with professional development provided through multiple opportunities in ELL instruction (pg.26).

Global Citizenship is addressed as well as initiatives to support a positive and supportive school culture designed to address the unique culture of the targeted population with a Social Emotional Learning approach to address behavior and emotional issues (pg.31). Progressive discipline will be used with rewards for positive behavior (pages 32-33) indicating an approach to reduce suspensions and expulsions while increasing social skills. This approach is focused on successfully addressing the needs of the target population.

All teachers will receive professional development that addresses the cultural factors and dynamics of the targeted student populations including students of Filipino, Native Hawaiian, Micronesian and Samoan backgrounds demonstrating evidence of a charter program designed to meet specific student needs (pages 8-10, page 33).

Weaknesses:

No weaknesses noted

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

The extent to which --

Reader's Score: 20

Sub

1. i. **The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

The applicant provides a comprehensive plan on pages 36 and 37 to recruit staff that are representative of the underserved students they will serve. Teachers will be recruited from a wide variety of sources including local universities with greater numbers of minorities in teacher programs. Board members will also reach out to under represented communities to recruit staff and graduating students will be encouraged to pursue the teaching field so they may return to the school to teach.

Weaknesses:

No weaknesses noted

Reader's Score: 2

2. ii. **The qualifications, including relevant training and experience, of key project personnel**

Sub

Strengths:

The applicant provides evidence of both highly qualified leadership staff and a strong Board of Trustees who have extensive experience and expertise in charter school governance, higher education, sciences, finance, real estate, and law. Details were provided as well as letters of support indicating key staff and board members have been and will be highly involved in both opening and operating the school (pages 37-44/Resumes in appendix).

The Chair of the Board of Trustees has served as the Chancellor of the University of Hawaii system and has extensive leadership and research experience in second language studies. His experience and leadership demonstrates strong support for the charter program (page 38).

Ms. Karen Leinani Awana is a former Hawaii legislator and very connected with the Native Hawaiian community. Her qualifications and experience demonstrate the potential for strong community support as the charter moves toward opening (page 39).

The applicant identifies the school principal as Andy Gokee who has extensive school leadership experience and has a strong background in math and science as well as curriculum design (page 39).

Weaknesses:

The applicant did not provide sufficient detail on the expected quality and experience of instructional staff.

Reader's Score: 18

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:**

Reader's Score: 13

Sub

- 1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Strengths:

On page 44, the applicant describes in detail the roles, expectations and responsibilities of the governing board and the school principal who will have primary responsibility for the management of the charter school as evidence of a management plan. The plan includes a process to transition the board to a policy role as the leadership team is staffed and assumes day to day school administration responsibilities.

On page 47, the roles of each member of the leadership team, who will be staffed, are detailed with responsibilities and milestones.

The table on page 49 details a plan for opening the school with timelines, milestones and clear responsibilities. The financial plan provided on page 48 offers confidence that the school will be managed within budget.

Sub

Weaknesses:

The objectives of the charter school grant proposed were not clearly stated in the application to determine how the grant would be managed over the five-year grant period.

Milestones outside of the planning period are not provided and the timeline for securing a charter contract is unclear. The management plan does not appear to include securing a charter agreement although the applicant did include the requirements of the Hawaii Charter School Commission's current request for proposals (pg.45).

Reader's Score: 10

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The school principal will be the project director for the grant and he has a strong history of developing charter school programs on time and within budget (page 39). Mr Gokee has experience working as a charter school administrator, teacher, and executive team member. In addition, he has served as a dean of academics for a charter management organization and has been a key organizer for 15 previous charter schools (page 40).

Weaknesses:

The time commitments of board members and other staff are unclear.

Reader's Score: 1

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

On page 27 and 28, the applicant provides a well-designed plan to solicit community input in the school design prior to opening the school. Strategies include marketing for face to face contact with prospective students, families, community members, and partners. Printed material will be available in a wide variety of languages and will be distributed in key community locations to ensure connecting with the target population.

On page 28, the applicant begins their plan to further engage parents and community members after the school is open and how parents will be involved in the decision-making processes through a variety of opportunities including a Parent and Community Advisory Group.

Beginning on page 41, the applicant details the diverse professional community who have contributed and who continue to shape the educational program at Kulia Academy (dba). These community organizations and leaders represent higher education providers, non-profits, other charter schools, the Pacific American Foundation, and the local Parish documenting highly diverse perspectives.

Weaknesses:

No weaknesses noted

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:

Grant funds will be used primarily for start-up costs with public funds sufficient to sustain the school following expiration of the Federal Charter School Program according to the applicant.

Given the level of support demonstrated for the charter school, the applicant presents a strong plan for providing a sound educational program that will be supported by the community (pg. 51).

Weaknesses:

The applicant did not provide a current contract with their authorizer and shared that the school will continue to operate so long as they maintain a public school contract with the authorizer. It is unclear that if approved, what the length of the contract will be.

On page 50 to 51 the applicant states that the school will be fully enrolled by the end of the grant period and be able to sustain operation on public funds and donations. It is unclear if the school is sustainable should full enrollment at capacity is not achieved. A plan for soliciting donations and further supplemental funding was not provided.

One of the components of the charter was the availability of a free after-school program. It is unclear how this program will be funded and sustained (page 4).

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

- 1.Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b.Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted.

Weaknesses:

The applicant did not address this priority.

Reader's Score: **0**

Status: Submitted
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